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Language Education Policy for Alberta

Alberta
GOVERNMENT
OF ALBERTA

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INTRODUCTION

Alberta is a province whose people possess a rich diversity of cultural and linguistic backgrounds. This heritage remains as a profound feature of Alberta society. The new School Act clearly recognizes this essential feature of Alberta society in its preamble, which states: "...the education community in making decisions should consider the diverse nature and heritage of society in Alberta within the context of its common values and beliefs."

The purpose of a language education policy for Alberta is to set a clear direction for future actions in the following areas: 1) ensuring that all Alberta students achieve a high proficiency in the English language, 2) developing programs to fulfill the rights of francophone Albertans who qualify under section 23 of the Charter of Rights and Freedoms to have their children educated in French, and 3) providing opportunities for students to learn a variety of languages.

It is important to recognize that language is the primary form of human communication. Language is essential to the intellectual development and socialization of children and basic to all learning. Language contributes to personal growth and cultural enrichment. It represents a major means of interpreting reality and expressing the unique experiences of individuals and of different cultural groups. In addition to serving as a source of individual, group and cultural identity, language is the major medium for transmitting knowledge and past achievements and ensuring contact between generations. Languages share many universal features which make all humans similar to each other and distinct from other living things. Skilled and proficient use of language also contributes to economic and social success.

Given the importance of language in our society, a language education policy is essential. The policy must be based on a vision of the province which recognizes our traditions of the past and our multicultural heritage and diversity, but at the same time focuses on preparing young Albertans for the future. In developing policy in this important area, we cannot look only to the past or to the differences among and aspirations of particular cultural groups. The strength of Albertans and of the province lies in our ability to look to the future and to work together to develop a strong Alberta and a strong Canada.

Within the context of this government's overall commitment to providing the best possible education for all Alberta students, programs and opportunities should be available to students to ensure a high level of proficiency in the English language and to provide students with opportunities to learn a variety of languages reflecting Alberta's multicultural heritage. Alberta Education will:

1. **Ensure that all Alberta students have the opportunity to achieve a high level of proficiency in the English language.**

   Since English is the primary language of communication and work in Alberta, it is essential that all Alberta students learn English. The goal is to ensure that students who graduate from Alberta schools have a strong foundation in English - one which enables them to communicate effectively both orally and in writing and to express clearly their views and ideas.

2. **Develop and make available programs to fulfill the rights of francophone Albertans who qualify under section 23 of the Charter of Rights and Freedoms to have their children educated in French.**

   Within the overall context of Alberta's multicultural society, it is important to recognize the bilingual nature of Canada and the unique rights of francophone parents under section 23 of the Charter. People of French descent have been an integral part of Alberta's society for at least the last 125 years. Alberta's earliest settlers and explorers were French and over the history of this province members of the French community have contributed significantly to the growth and vitality of the province. The desires of French parents to preserve their language and culture and to have their children educated in French have been met in a variety of ways, and that will continue to be the case.

   With the passing of the new School Act, Alberta has fully recognized the rights of francophone parents in legislation. The general nature of the provisions of the School Act will allow for the evolving interpretation of the full extent of those rights under the Charter. Additionally, the requirement for the Lieutenant Governor to establish regulations in this area reflects the importance that this government places on establishing appropriate policies and procedures for ensuring that the rights of French parents are met.

3. **Provide opportunities for English-speaking students to learn French.**

   This government recognizes and supports the desires of many parents for their children to become proficient in French. This government encourages school boards to respond to the wishes of their communities by providing opportunities for students to learn French either through immersion programs or through French second language courses.

4. **Provide opportunities for students to learn a range of languages in addition to English or French.**

   Respecting the cultural diversity and heritage of Alberta, schools have provided programs in Ukrainian, German, Italian, Spanish, Latin, Cree, Japanese, Chinese, Hungarian, Hebrew, Blackfoot, and in various other languages. This tradition in our school system will continue in response to the wishes of parents and students. Students may learn a language as a course or through partial immersion programs (commonly known as bilingual programs). Enabling legislation and language program grants enhance the availability of such programs. In the area of aboriginal languages, many Native parents want their children to have opportunities to study and experience their own and other Native languages, cultures and lifestyles. Again, school boards are encouraged to respond to these desires by making programs available to Native students where there are sufficient numbers to warrant such programs. Additionally, in view of the importance of changing economic relationships such as the developing links with Pacific Rim countries, opportunities should be available for students to learn languages which will prepare them for taking a leadership role in future economic development.

5. **Provide opportunities for all students whose first language is not English and who require assistance to learn English.**

   Consistent with Canadian immigration policies and the needs of the Canadian economy, every year Alberta receives a considerable number of students who either do not know the English language and culture or who require special assistance in order to be able to participate fully in our education system and in Canadian society. Programs must be made available to these students to enable them to live, to study, to work and to make a positive contribution to Alberta and to Canada.

   Additionally, there are some Alberta students who were born in Canada but, because their first language

learned and spoken at home is not English, may not be fluent enough in English to allow them to succeed when they enter the school system. For these students to participate fully in the classroom and in the broader community, special assistance may be required to help them learn the English language.

The government of Alberta remains committed to ensuring that excellent programs are available to students in each area noted above. For all students, the nature of Alberta society requires that they become proficient in English. Therefore, all students must receive instruction in English in addition to whatever other language program they may receive. Additionally, in many cases, the numbers of students and parents who wish to have access to a particular program may determine whether or not it is made available in a particular school or school system.

Taken together, this variety of programs and opportunities for learning both of Canada's official languages, as well as other languages, is a strong reflection of our multicultural heritage and of the diversity on which this province has been built.

PURPOSES

Within this overall context and direction, the purposes of a language education policy are:

- to make clear the Alberta government's expectations regarding language education, both to the community in general and to individual students and their families, teachers and school boards,
- to improve communication in written and spoken forms of language,
- to ensure that the Constitutional rights of the francophone minority in Alberta are addressed,
- to enhance the opportunities for Alberta students to learn both of Canada's official languages,
- to respond to the wishes of parents to have their children learn and understand other languages,
- to enrich Alberta's cultural, artistic and intellectual life, and
- to broaden students' awareness and understanding of other countries, their languages and cultures.

POLICY STATEMENTS

To fulfill these important purposes, the following specific policies have been developed to guide the delivery of future language education programs.

English Language Education

BACKGROUND

In an Alberta context, it is essential for all students to be able to communicate effectively in the English language. The goals of Alberta's education system emphasize the development of English language competency.

Because of the importance of effective communication in our society, a balanced program emphasizing lifelong application of language arts skills must be provided to all students. The goal of such a program is to ensure that all students have opportunities to become literate adults who are able to participate fully and make positive contributions to Alberta and to Canada.

POLICY

Alberta Education ensures that all Alberta students have access to programs which will enable them to achieve the highest level of proficiency in the English language.

PRINCIPLES

(1) Language is used to communicate understandings, ideas and feelings, to assist in social and personal development, and to mediate thought processes.

(2) Language is central to the entire curriculum. The application of language skills is necessary for successful achievement in all subject areas.

(3) Effective use of language requires competence in specific language skills and in the application of those skills to creative communication which takes into account both the audience and the purpose.

(4) Language programs should provide opportunities for students to gain competence in using language effectively and accurately in a range of functions and a variety of contexts.

ROLE OF SCHOOL BOARDS

The school board is responsible for making available appropriate English language instruction to meet the needs of all its resident students.

ROLE OF THE PROVINCE

In ensuring the provision of English language programs which provide a balance between basic language skills and creative expression, the role of the province is to:

(1) develop a policy framework for English language programs.

(2) develop appropriate curriculum guidelines and support services.

(3) monitor student achievement in English language programs by providing diagnostic testing programs and achievement tests, and by continuing to require English-language diploma examinations as part of the graduation requirements in Alberta.

French Language Education

BACKGROUND

In November 1981, the provincial Premiers and the Prime Minister reached consensus on a new Canadian Constitution. A key component of the Constitution is the Charter of Rights and Freedoms. Section 23 of the Charter provides certain rights to members of the minority language community. Those rights are as follows:

23.(1) Citizens of Canada,

(a) whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or

(b) who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province,

have the right to have their children receive primary and secondary school instruction in that language in that province.

(2) *Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.*

(3) *The right of citizens of Canada under subsections (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province*

(a) applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and

(b) includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.

Given these provisions, it is the responsibility of the government of Alberta to provide a legislative and policy framework within which the rights accorded to the francophone minority in the province can be recognized and met. Consequently, the purpose of this policy is as follows: to provide the leadership, direction and support necessary to ensure that the rights of francophone parents are addressed in the education system.

POLICY

Alberta Education ensures right of access, where numbers warrant, to French language programs and services for children of Alberta residents who are eligible under Section 23 of the Charter of Rights and Freedoms.

PRINCIPLES

The following principles must be considered in addressing the rights of francophone parents:

(1) Section 23 rights are rights which are available only where there are sufficient numbers of children of francophone parents in a particular community or area of the province.

Unlike other rights accorded through the Charter, individual francophones do not necessarily have a right to have their children educated in French. They acquire that right only if there are sufficient numbers of children of francophone parents living in a particular area.

(2) Francophone parents who have rights under section 23 of the Charter have two types of rights: if there are sufficient numbers of children, parents have the right to have their children educated in a French language program, and, if further numbers of children warrant, they have the right to a minority language education facility, provided out of public funds, to serve francophone students.

There are two important concepts included in this principle. The first is that within the context of the two levels of rights accorded to francophones, there is a continuum of ways of meeting the needs of these students. Depending on the number of children in a particular area of the province, it may be reasonable to:

1. provide distance education programs;
2. send students to a French language program in another school jurisdiction;
3. provide a program for francophone students;
4. accommodate a French language program for a number of classes or grades of francophone students within a regular school;
5. establish a French language school.

For the purposes of this policy, all these options meet the definition of "school" provided in the new School Act.

> *1 (1) In this Act,*
> *(q) "school" means a structured learning environment through which an education program is offered to a student by*
> *(i) a board,*
> *(ii) an operator of a private school,*
> *(iii) an early childhood services program private operator;*
> *(iv) a parent giving a home education program, or*
> *(v) the Minister;*

The second concept is that there is no single number of children that would warrant a particular kind of program or service. Rather, there are incremental numbers of francophone children to be served in different parts of the province. In determining how best to meet the needs of francophone students, school boards are encouraged to consult with francophone parents and explore with them a variety of possible approaches.

(3) French language programs are programs offered almost entirely in French and which are designed to meet the needs of children and parents who qualify under section 23 of the Charter.

It is important to distinguish between French language programs and other programs such as French immersion. Although French immersion programs provide the majority of instruction in the French

language, the purpose of immersion is to enable English-speaking students to learn and to become proficient in French. French immersion programs are not sufficient to fulfill the rights of francophone parents. While francophone parents may choose to place their children in immersion programs, they do not have a right to immersion programs nor can school boards provide immersion programs as an alternative to French language programs, unless the parents agree to this alternative.

(4) Within the context of both the Charter and the School Act, school boards are responsible for making decisions about the delivery of French language programs for children whose parents meet the requirements of section 23 of the Charter.

While the responsibility for decisions about programs for francophone students rests with school boards, boards are bound by the provisions of the Charter and the School Act, which both provide clear guarantees to francophone parents. School boards are expected to consider and respond to the wishes of francophone parents in the communities they serve. Where appropriate, school boards should establish policies or procedures for addressing requests for programs from francophone parents.

(5) As provided for in the School Act, parents who have section 23 rights and who are dissatisfied with decisions made by their local school board may appeal to the Minister of Education.

(6) When decisions are made about meeting the needs of francophone students, school boards should consider the numbers of francophone students in surrounding school jurisdictions and cooperate with other school boards in providing French language programs.

In determining whether the numbers of francophone students are sufficient to warrant either a program or a school, court decisions to date have indicated that school boards cannot restrict the count to only those students within their boundaries. If there are francophone students in the surrounding area, those students must be considered as well and appropriate arrangements made in cooperation with surrounding school boards.

(7) Because proficiency in English is essential for living and working in Alberta, all students in French language programs must be taught English.

(8) Where a French language school has been established, parents of students attending the school must be given opportunities to participate in a school council

as provided for in the School Act.

The specific responsibilities and mandate of a school council for a francophone school should be determined by the local school board in consultation with the parents involved.

GUIDELINES FOR DETERMINING SUFFICIENT NUMBERS FOR FRENCH EDUCATION PROGRAMS OR SCHOOLS

As noted above, the Charter accords rights to francophone parents but only where there are sufficient numbers of children to warrant a program or, if further numbers warrant, a school. The determination of numbers consequently becomes a major issue in determining whether a program or a school should be provided.

As noted previously, the position of the government of Alberta is that it is inappropriate to set a specific number that would apply across the province and that would determine the minimum number of children for either a program or a school. Circumstances differ significantly across the province. The number of children that would warrant a program or a school in a major urban centre is very different from the number which may be feasible or practical in a rural community. Consequently, rather than set a minimum number, a set of guidelines has been prepared to assist school boards in making appropriate decisions.

(1) The government of Alberta will identify certain areas of the province as areas in which the numbers of francophone children likely are sufficient to warrant the provision of French language programs, and possibly schools.

Although there are parents who have section 23 rights living in various communities across the province, the population of francophones tends to be concentrated in certain areas of the province. It is likely that in these areas, the number of francophone children is sufficient to warrant the provision of French language programs. **On an initial basis**, the following areas have been identified by the province:

- Edmonton and surrounding area
- St. Paul and surrounding area
- Falher, Girouxville, Donnelly, McLennan, Tangent, Jean Cote, St. Isidore, Guy, Marie Reine and surrounding area
- Calgary and surrounding area
- Bonnyville and surrounding area.

In these areas, school boards should make the necessary tuition and transportation arrangements to

allow francophone students access to French language programs.

(2) Francophone parents wishing to have their local school board establish either a French language program or a school must approach their school board with such a request and present a preliminary indication of the numbers of children in the area who qualify under section 23 of the Charter.

(3) School boards are responsible for determining the numbers of francophone children in their jurisdiction and those living in surrounding areas, for consulting with the parents involved to assess their desires to have their children educated in a French language program or school, and for making appropriate decisions about whether a program or school will be established.

(4) In making decisions about the establishment of a French language program or a school, school boards should first consider:

(a) the number of section 23 children within the boundaries of their own school jurisdiction, and
(b) the wishes of the francophone parents to have their children educated in either a French language program or a school.

Then, if the numbers within the school jurisdiction are deemed not sufficient to warrant provision of a program, the school board should consider:

(a) the availability of programs in other jurisdictions in the surrounding area or in other parts of the province, and
(b) the numbers of section 23 children in surrounding areas who could access a French language program if one were established to serve the area.

Regarding the possible establishment of a French language school, school boards should consider their own local policies on numbers of students required to maintain a school.

Other factors to be considered include:

(a) the location of francophone families in the school jurisdiction and the need for transportation (and possibly accommodation) arrangements,
(b) the reasonableness of the costs associated with directing students to programs outside of the jurisdiction, providing a French language program, or establishing a French language school,

(c) the reasonableness of the distance students must travel, particularly if younger children are involved.
(d) the feasibility of providing residence accommodation for eligible students,
(e) the tuition agreements necessary with other school boards in the surrounding area, and
(f) the impact on other programs and other schools in the school district.

As noted above, there is no simple answer to the question of whether or not numbers of francophone children are sufficient to warrant the provision of a French language program or school. School boards are responsible for exercising judgement, for weighing the factors outlined above, for acknowledging the rights and wishes of francophone parents in the communities they serve, and for taking appropriate and reasonable action.

ROLE OF THE PROVINCE

While school boards must make local decisions about how to meet the needs of francophone parents and students, the province has an important role in ensuring that the rights of francophone parents are upheld. The following responsibilities will be carried out by the government of Alberta:

(1) Assistance and advice to school boards in determining whether numbers of francophone students are sufficient to warrant a French language program or school.

Recognizing the importance and the complexity of these decisions, Alberta Education staff will be available at the request of school boards to assist in providing demographic information about the numbers of section 23 parents and students, in working with school boards to consult with parents and in determining the best way of meeting their needs, and in resolving differences between francophone parents and school boards.

(2) Development of appropriate curriculum and learning resource materials.

The aim is the provision of equitable educational opportunities in French. A basic program would consist of an appropriate curriculum supported by learning resources. The "ideal" education program could also include special education (programs for the gifted and for those students requiring remediation) and programs in the practical arts including vocational education. In light of the small numbers involved, new delivery modes such as distance education are being considered.

(3) Provision of appropriate financial support through provincial and (where applicable) federal grant programs.

(4) Resolution of disputes that may arise between parents and local school boards.

Consistent with the School Act, Alberta Education staff, at the request of the Minister will address parents' appeals of a school board decision and make recommendations for the Minister regarding the resolution of disputes.

(5) Provision of leadership and direction through the establishment of appropriate regulations pursuant to the School Act.

Opportunities to Learn French as a Second Language

BACKGROUND

It is important to recognize that the majority of Alberta students are English-speaking. Because of the bilingual nature of Canada, many parents want their children to have opportunities to learn French. Although not constitutionally guaranteed, this is considered important both to enhance their opportunities for living and working in other parts of Canada and to foster a greater understanding among French-speaking and English-speaking Canadians.

The purpose of this component of Alberta's language education policy is to provide the necessary leadership and direction to enhance opportunities for students to learn French.

POLICY

Alberta Education encourages opportunities for all Alberta students to learn French by making available programs and services for French immersion and French second language courses.

PRINCIPLES

The following principles should underlie the provision of opportunities for students to learn French as a second language:

(1) Opportunities for all Alberta students to learn French should be encouraged and enhanced.

(2) Opportunities to learn French can be provided either through French immersion programs or through French second language courses.

(3) The goal of French programs and courses for English-speaking students should be a reasonable level of understanding and proficiency in French.

(4) Alternative ways of delivering French courses to students should be considered, particularly in rural communities where numbers of students and the availability of qualified teachers may be problematic.

ROLE OF SCHOOL BOARDS

School boards are encouraged to provide opportunities for English-speaking students to learn French. Decisions relating to the type of French programs offered (e.g., French second language courses, extended French, French immersion) are the responsibility of school boards. In arriving at these decisions, school boards should consult with parents.

ROLE OF THE PROVINCE

In providing opportunities to learn French, the provincial government's role is to:

(1) develop an appropriate legislative, regulatory and policy framework for French second language programs.

(2) develop appropriate curriculum and learning resources.

(3) provide appropriate financial support through provincial and (where applicable) federal grant programs.

(4) cooperate with other government departments, post-secondary institutions and appropriate stakeholder groups to increase the supply of qualified teachers.

(5) cooperate with school boards, the Alberta School Trustees' Association, the Alberta Teachers' Association and post-secondary institutions to provide opportunities for teachers to enhance their language and/or teaching skills.

(6) facilitate access to French second language programs by reviewing alternate delivery modes when services are limited by distance and sparsity of student population.

(7) provide consultative assistance at the request of school boards and parents.

(8) cooperate with school boards to develop and make available means of measuring linguistic achievement.

Other Language Learning Opportunities

BACKGROUND

Consistent with the multicultural nature of Alberta, many parents want their children to have opportunities to learn other languages. This is the case for parents who belong to a variety of cultural groups, including Native parents who want their children to have an understanding of Native languages and cultures. Additionally, many parents and students consider it worthwhile to learn a variety of languages for personal, social or economic reasons.

For these reasons, opportunities have been provided in our education system for students to learn a variety of languages. This component of Alberta's language education policy is designed to provide the necessary direction to ensure that these opportunities continue to be available in our schools in the future.

POLICY

Alberta Education supports the provision of opportunities for students who wish to acquire or maintain languages other than English or French so that they may have access to a partial immersion (bilingual) program or second language courses in languages other than English or French.

PRINCIPLES

The following principles should underlie the provision of opportunities for students to learn languages other than English and French:

(1) The government of Alberta recognizes the importance of Native languages in the provision of:

   (a) opportunities for Native students to study and experience their own or other Native cultures and lifestyles, and

   (b) opportunities for all students to recognize and appreciate Native cultures and their many contributions to our province and society. Knowledge of Native languages can help us to define and interpret Alberta's heritage and socio-cultural environment. These languages are the repositories of Native cultural values and traditions.

(2) The government of Alberta, through Alberta Culture and Multiculturalism and Alberta Education, recognizes and supports a variety of languages other than English and French. These languages are used to fulfill a wide range of social, cultural, economic and educational purposes. They are vehicles of communication for many Albertans and the first language of many children in Alberta. The linguistic pluralism of Alberta is a valuable resource that enriches our cultural and intellectual lives and has potential for use in the international context.

ROLE OF THE SCHOOL BOARDS

School boards are encouraged to provide opportunities for English-speaking students to learn other languages. School boards are responsible for making decisions about the type and number of other language programs to be offered. In arriving at these decisions, boards should consult with parents.

ROLE OF THE PROVINCE

In providing opportunities to learn languages other than English and French, the provincial government's role is to:

(1) develop an appropriate legislative, regulatory and policy framework for these language programs.

(2) develop appropriate curriculum guidelines and support services to meet the diverse language needs of our multicultural society.

(3) cooperate with other government departments and agencies, post-secondary institutions and appropriate stakeholder groups to strive to increase teacher availability.

(4) provide consultative assistance at the request of school boards and parents.

(5) cooperate with school boards to develop and make available means of measuring linguistic achievement.

English as a Second Language (ESL)

BACKGROUND

People from a variety of cultures have worked together to develop our province and our country. Our future as well will be built by young Albertans who come from a wide range of cultural and ethnic backgrounds.

As a result of Canada's immigration policies and because of the need for Canada to welcome people from different countries to meet the needs of our economy, Alberta will continue to experience an influx of new Canadians from a variety of countries around the world. The result may well be a different multicultural mix in the future, but undoubtedly, multiculturalism will continue as a key feature of Alberta society.

A number of children of Alberta residents who are not new Canadians also are not fluent in English upon entry into the school system. If these students are to experience success in school and in society, they may require special assistance in learning the English language.

These two groups of students (new Canadians and children of Alberta residents who have not learned English) must be provided with programs that are designed to equip them with the necessary language skills and understanding of the Canadian way of life. We must enable them to participate fully in our education system and become productive and contributing members of Albertan and Canadian society.

POLICY

Alberta Education will assist school boards in providing English as a second language programs to Alberta students who were born in Canada but who are not fluent in English, and to those who have recently arrived in Canada and whose first language is not English.

PRINCIPLES

The following principles should underlie the provision of English as a second language programs:

(1) Alberta students whose first language is not English need to have access to English language programs in order to permit them to succeed in school and society. If their knowledge of English is insufficient or non-existent, an ESL program may be necessary.

(2) All children of newly arrived Albertans need to have access to English language programs which will allow them to speak the English language fluently and acquire an adequate understanding and appreciation of the Canadian way of life.

(3) English as a second language programs are meant to be transitional in nature. In other words, ESL students should be moved into the regular school program at the earliest possible opportunity.

ROLE OF SCHOOL BOARDS

The school board is responsible for making available appropriate English language instruction to meet the needs of all its resident students. This responsibility includes the identification and linguistic assessment of students who require English as a second language programs.

ROLE OF THE PROVINCE

In providing English as a second language programs, the role of the province is to:

(1) develop a policy framework for English as a second language programs.

(2) develop appropriate curriculum guidelines and support services.

(3) provide appropriate financial and consultative assistance.

CONCLUSION

As stated at the outset, the policies and principles outlined in the previous sections provide a clear direction for the future of language education in this province.

APPENDIX A

Ethnic Origins of Albertans

According to the 1986 Federal Census, the following is the ethnic composition of Alberta:

Population by Selected Ethnic Origins, for Alberta, 1986 and Percentage of Total Population
(Based on 20% sample data)

SELECTED	ALBERTA	PERCENTAGE
Total population	**2,340,265**	
***Single origins**	**1,389,930**	**59.3%**
British	592,345	25.3%
French	77,585	3.3%
Austrian	3,170	0.1%
Belgian	1,755	0.07%
Dutch (Netherlands)	55,920	2.3%
German	182,870	7.8%
Swiss	2,475	0.1%
Finnish	2,625	0.1%
Scandinavian	46,525	1.9%
Estonian	580	0.02%
Latvian	545	0.02%
Lithuanian	840	0.04%
Czech and Slovak	8,235	0.3%
Hungarian (Magyar)	12,780	0.5%
Polish	28,500	1.2%
Romanian	2,790	0.1%
Russian	4,185	0.1%
Ukrainian	106,760	4.5%
Croatian	1,990	0.09%
Serbian	225	0.01%
Slovenian	410	0.02%
Yugoslav	4,525	0.1%
Macedonian	105	0.004%

SELECTED	ALBERTA	PERCENTAGE
Greek	4,030	0.1%
Italian	23,635	1.0%
Maltese	175	0.007%
Portuguese	6,280	0.2%
Spanish	5,280	0.2%
Jewish	7,945	0.3%
Armenian	110	0.005%
Iranian	800	0.03%
Turkish	555	0.02%
Arab	3,145	0.1%
Egyptian	645	0.03%
Lebanese	5,010	0.2%
South Asian	30,090	1.2%
Chinese	49,210	2.1%
Japanese	5,295	0.2%
Korean	3,385	0.1%
Filipino	10,260	0.4%
Cambodian	1,020	0.04%
Laotian	655	0.03%
Vietnamese	9,630	0.4%
Pacific Islands origins	680	0.03%
Latin, Central and South American origins	3,790	0.1%
Carribbean origins	2,455	0.1%
Black	7,235	0.3%
African Black	740	0.03%
Aboriginal peoples	51,670	2.2%
Other single origins	18,370	0.7%
***Multiple origins**	**950,335**	**40.6%**
British only	213,130	9.1%
British and French	90,315	3.8%
British and other	393,770	16.8%
French only	105	0.004%
French and other	45,710	1.9%
British, French and other	82,935	3.5%
Other multiple origins	124,365	5.3%

Totals may not add up due to rounding.

*A single response occurred when the respondent reported only one origin.

*A multiple response occurred when the respondent reported more than one origin.

APPENDIX B

Student Enrolments in Language Programs

The 1987-1988 student enrolments in Alberta Education's language programs or courses are as follows:

	ENROLMENT	PERCENTAGE
French Education Program	2,091	0.4%
French Immersion Program	23,972	5.2%
Bilingual Program (Ukrainian)	1,362	0.2%
Second Language Courses		
• French	146,507	32.1%
• Ukrainian	393	0.09%
• German	2,685	0.5%
• Spanish	219	0.05%
• Italian	210	0.05%
• Latin	102	0.02%
• E.S.L.	4,210	0.9%
• Native language (Cree)	80	0.02%
TOTAL	181,831	39.8%

Totals may not add up due to rounding.

Alberta Education also has approved locally developed courses at the senior high school level for credit purposes in Arabic, Hungarian, Polish, Cree, Blackfoot, Chinese, Japanese, Hebrew, Spanish, Greek, Swedish and German Literature.

Student enrolments in locally developed bilingual or partial immersion programs for the 1987-1988 school term are as follows:

Arabic (K-5)	265
Mandarin Chinese (K-5)	234
German (K-9)	339
Hebrew/Yiddish (K-9)	458
Polish (K-5)	117
TOTAL	1,413

The total number of students enrolled in locally developed bilingual or partial immersion programs is 1,413.

APPENDIX C

Community Sponsored Language Schools

Alberta Culture and Multiculturalism and the Secretary of State support 143 community sponsored language schools in Alberta. The language schools offer instruction after school hours and on Saturdays to 11,552 students in 41 different languages. The languages taught are:

LANGUAGE	SOUTHERN ALBERTA	NORTHERN ALBERTA
Amharic (Ethiopian)		△
Arabic	△	△
Bengali (East Indian)	△	
Cantonese	△	△
Cree (Native)		△
Chipewyan (Native)		△
Croatian	△	△
Czech	△	
Farsi (Middle East)	△	
French	△	△
German	△	△
Greek	△	△
Gujarati	△	△
Hebrew	△	△
Hindi (East Indian)	△	△
Hungarian		△
Italian	△	△
Japanese	△	△
Korean	△	△
Malayalam		△
Mandarin	△	△
Norwegian		△
Oromo (Ethiopian)		△

LANGUAGE	SOUTHERN ALBERTA	NORTHERN ALBERTA
Pashto (Middle East)	△	
Persian (Middle East)	△	
Polish	△	△
Portuguese	△	△
Punjabi (East Indian)	△	△
Russian	△	
Saulteaux (Native)	△	
Sinhalese (Sri Lanka)	△	
Spanish	△	△
Swedish	△	
Tagalog (Philippino)		△
Tamil (East Indian)	△	
Tigray (Ethiopian)		△
Tigrinya (Eritrean)	△	
Turkish		
Ukrainian	△	△
Urdu (East Indian)	△	
Vietnamese	△	△